



MINNESOTA STATE  
UNIVERSITY  
M A N K A T O

Minnesota State University, Mankato  
School Psychology Doctoral Program  
2021 - 22

*Internship Manual*

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## Program Philosophy

The School Psychology Doctoral Program at Minnesota State University, Mankato is designed to meet the changing roles and demands of the school psychologist so that graduates can function as leaders in the field. This program trains school psychologists to function in the roles of consultant, assessor, and interventionist working across all levels of prevention and intervention in all major domains relevant to child development in educational settings as well as in the traditional role of diagnostic decision-maker.

## Internship Goals

The school psychology internship experience is designed to provide students an opportunity to develop enhanced independence and deep understanding and application of school psychology practices. Goals are drawn from the Program Learning Outcomes and are as follows:

1. Proactively evaluate professional skills and prioritize learning needs.
2. Utilize various levels of supervision to support and develop independence in school psychology practice.
3. Develop the interpersonal skills and awareness of school organization and culture necessary to function effectively in schools.
4. Problem-solve school-based issues, considering legal, ethical, and system's variables.
5. Develop expertise in collaborative and consultative services to support school-age students' socioemotional and academic growth.
6. Develop skills to support system's level change efforts.
7. Advocate for and implement evidence-based practices in schools.

## General Information

Students will complete a full-time internship during the fifth year of the program, accruing at least 1500-hours. Students also have the option of a 2000-hour internship, if they desire this or are required to complete a 2000-hour experience for future licensure standards. APA recommends 2000-hours for length of internship in preparation for board licensure, but this is not a requirement of the School Psychology Doctoral Program. Students will have a number of options for completing this internship, including appropriately supervised employment within a school district and/or official APA-approved or CDSPP-aligned internships at the national level.

NASP requirements for doctoral level internships will be applied. These requirements include, but are not limited to, the following:

- (a) at least 600 hours of the internship must be completed in a school setting,
- (b) the internship must be supervised by a licensed and/or certified school psychologist,
- (c) at least two hours of direct on-site supervision must be completed per week, and
- (d) a minimum of 1 academic year on a full-time basis or at least half-time over two years.

Students will work with the Internship Coordinator to identify and secure appropriate placements. Students should be prepared for the competitive process of securing internships.

### **Credits and Grading**

Students should register for 4 credits of internship (PSYC 795) during each semester of their internship year, totaling 8 internship credits. Students must have Doctoral Committee approval and be accepted by an internship site prior to registering for internship credits. Adequate progress toward completion of internship during the first semester will result in an “In Progress” grade for that semester. Upon successful completion of the internship, the “In Progress” grade will be changed to a regular grade by the university Internship Coordinator.

The internship course (PSYC 795) must be passed with a C or better, and the intern must receive favorable evaluations from site-based supervisors to successfully complete the internship. Grading for the internship is based on a comprehensive range of knowledge and skill demonstrated by the student and organized into a professional portfolio, reflecting the NASP domains of practice. Each portfolio artifact is evaluated to determine the student’s internship grade.

### **Approval for Internship**

Prior to applying for internship students must show adequate progress in the program and completion of key program requirements. Students must complete the Process Sheet for Approval to Apply for Internship and submit it for approval to their Doctoral Committee prior to applying for or requesting letters of recommendation for internship. See Appendix B for more information.

### **Internship Coordinator**

The Internship Coordinator will provide university-based supervision for students during their internship via PSYC 795. Prior to applying for internship, the Internship Coordinator will provide students guidance on requirements for site-based supervision, the internship application process, required licensure, types of internship opportunities, and core program requirements that need to be completed during internship. While the Internship Coordinator will regularly aid in identifying potential internship sites and provide students guidance in the application process, it is the student’s responsibility to seek out, apply for, and obtain an appropriate internship to meet program requirements. Students should note that applying for internships is a competitive process similar to applying for other professional positions. It is highly recommended that applicants apply to multiple internship sites to ensure best fit and opportunity.

During internship, the Internship Coordinator will communicate with site-based supervisors to ensure students are meeting expectations and that the internship site is fulfilling its obligation regarding internship requirements. Communication will occur at minimum during mid- and final-evaluation (i.e., the end of each semester of internship). The Internship Coordinator will also develop a model for university-based supervision of internship activities and requirements. This model will be evident in the course syllabus. The Internship Coordinator will keep records of the following to document internship requirements: student/site-based internship agreement, midyear and final internship site supervisor evaluations of the intern,

student portfolios, intern hours logs, and any other artifacts demonstrating completion of internship requirements.

### **Internship Salary/Stipend**

It is expected that students will receive compensation during their school psychology internship. Intern compensation may be similar to a beginning level school psychologist, particularly if the intern is filling a full-time school psychology position within a school district; however, some internship sites pay a stipend that is lower than a starting school psychologist salary. For example, students receiving an Association of Psychology Postdoctoral and Internship Centers (APPIC) internship or participating in a consortium internship typically receive less compensation as do students obtaining an internship piggy-backed with a full/part-time school psychologist. Be sure to work with the university Internship Coordinator or the Program Director to be aware of the salary that you may negotiate for a stipend.

### **Expectations in Selecting an Internship Site**

Students are encouraged to seek out an internship setting that is compatible with our program training philosophy and objectives. That is, the internship site should allow the highest level of training, supervision, and professional learning opportunities and meet the doctoral training standards of NASP. Internship is an opportunity to develop skills in areas of interest and develop unique skills that will support long-term goals. The internship site should offer a unique advanced professional training experience; thus, students are discouraged from considering internships in a previous practicum placement.

Students, who are interested in pursuing state licensure as a school psychologist, should search school psychologist vacancies and posted internships for school-based internship. Students also have the option to obtain an APPIC/CDSPP internship ([www.appic.org](http://www.appic.org); <http://www.education.ucsb.edu/cdspp/pdf/CDSPP-Internship-Guide.pdf>), which will prepare students to work in school-based sites and ensure preparation for board licensure as an Licensed Psychologist in most states. Students interested in pursuing and APPIC/CDSPP internship should discuss application requirements and engage in advanced planning with their advisor or the Internship Coordinator early in their training.

### **Timeline**

- Meet with the Internship Coordinator to learn about internship requirements and application procedures (Fall Semester prior to anticipated internship)
- Apply for internship approval with the intern's Doctoral Committee (Prior to applying for internships or requesting letters of recommendation)
- APPIC/CDSPP internship applications (November to February)
- Standard Internship Experience (February through May into July)

### **Resources**

- Minnesota: EdPost (<http://www1.stcloudstate.edu/joblistings/edpost/>)
- Iowa: [www.teachiowa.gov](http://www.teachiowa.gov)
- Wisconsin: [www2.wisconsin.gov/state/employment/](http://www2.wisconsin.gov/state/employment/)

- NASP Career Center
- [www.K12jobspot.com](http://www.K12jobspot.com)
- Tips for Applying and Attaining an Internship (See Appendix A)
- Through faculty who receive postings from the School Psychology Trainer's List Serve

## Accepting an Internship

### District/Agency Agreement

Upon receiving an internship offer, be sure you have seen the agreement contract, duty day requirements, salary schedule, and benefits. As school psychology interns receive a license through their internship state's licensing board, if the district has a union, your agreed upon salary must follow union regulations. Be sure you have been placed in the correct lane (M.A., MA + 30 etc.) on the salary schedule. Upon receiving the written agreement, read all items carefully and keep a copy for your records. You may accept a position verbally under the assumption that the written agreement is as negotiated and you obtain appropriate licensure. For assistance and questions, please discuss with your advisor, the Program Director, or the Internship Coordinator.

### Internship Agreement

Before accepting an offer ensure that the district/agency has reviewed the Internship Agreement and is prepared to support the internship requirements. Consider asking if they have had interns before, how they meet supervision requirements, and how they prepare new staff/interns. If they have not had interns, they may have more questions for you about this. Be prepared to discuss:

- Requirement for supervision from a credentialed school psychologist. (Note: they are not required to provide Licensed Psychologist (LP) supervision, and it is not required for graduation. However, you may wish to seek out an internship that has a dually credentialed school psychologist and LP supervisor if you plan to pursue LP licensure after graduation.)
- Release time for supervision from the university (about 2-4 hours/month)
- The range of requirements you have to meet for your internship, including both traditional and functional assessment, direct intervention, and consultation to support intervention in academics and behavior, systems level supports, and work with diverse students at minimum.

Questions from the district/agency about the Internship Agreement can be directed to the Internship Coordinator as needed. It is recommended that the Internship Agreement should be completed in the spring before internship, and at the latest, prior to beginning the internship. See Appendix C for a copy of the Internship Agreement.

## Obtaining State Board of Teaching Licensure

In Minnesota you may begin applying for a Board of Teaching License (Tier 2) through the Professional Educator Licensing and Standards Board (PELSB) as soon as you have accepted a position. The Internship Coordinator will write a signed letter in support of your license. Find instructions for MN licensure applications [here](#).

If your internship is not in Minnesota, please see the relevant department of education or licensing board for more information regarding licensing in that state and discuss with the Internship Coordinator as appropriate.

- Be prepared to submit all undergraduate and graduate official transcripts.
- *In addition, the administrator of the employing school district must write a letter to verify that no licensed school psychologist has been found to fill the assignment after extensive advertising.*
- MDE's Fingerprint card: MDE and most states require all individuals seeking licensure to undergo a criminal background check. In Minnesota, PELSB has discretion to license or refuse to license an applicant who has a criminal record and is silent as to what crimes may be the basis for refusing to issue or revoke a license. See <http://www.house.leg.state.mn.us/hrd/pubs/bkgdchck.pdf>. Submit the MDE Fingerprint Card to PELSB with your license application. Fingerprinting can be obtained from the Blue Earth County Justice Center for \$10 (<http://www.blueearthcountymn.gov/index.aspx?NID=571>).
- For additional information, the Minnesota Department of Education (MDE) can be contacted at [mde.educator-licensing@state.mn.us](mailto:mde.educator-licensing@state.mn.us), 612/582-8691, Licensure Department, 1500 Hwy. 36 W., Roseville, MN, 55113.

## Internship Supervision

Interns will receive site-based supervision from a school psychologist that is credentialed/licensed for practice in the state in which they are completing internship. This individual must have completed a minimum of 3 years of independent, licensed/credentialed practice as a school psychologist in order to provide supervision. The supervisor should be a regular employee or consultant of the district/agency. Interns should receive an average of 2 hours per week of site-based supervision based on full-time placement with most of it provided weekly, face-to-face.

The site-based supervisor will evaluate student progress, communicate with the intern as appropriate to meet the goals of internship, and provide evaluation ratings to the university supervisor at least 2x/year. The site-based supervisor will be supported by the agency to provide the minimum of 2 hours of weekly supervision necessary to facilitate completion of the internship.

The intern should receive an average of 1-2 additional hours per week for training and professional learning. This can include group supervision, supervision by another professional (e.g., a social worker), case presentation, and observation of supervisor/leadership activities as they fit the intern's personalized internship plan.

The student will be released for university supervision for 2-4 hours per month. University supervision of interns will be managed through meetings 1-2 times per month via Zoom. The university will also manage a web-based internship course site on D2L that includes

group supervision and continuing education opportunities and student assignments (i.e., portfolio, internship paperwork, evaluations, and hours logs).

The university Internship Coordinator will be responsible for coordinating placements, communicating with the agency and supervisor to ensure a quality experience, and providing additional supervision to the intern during university group supervision or on an as needed individual basis.

## Internship Plan

One of the goals of internship is for students to be able to accurately evaluate their own professional skills and prioritize opportunities for professional growth. Therefore, while each intern must submit a portfolio of artifacts reflective of the NASP domains of practice, students will work with the Internship Coordinator and their site-based supervisor to develop personal goals for professional learning to supplement their required portfolio artifacts.

After completing an Intern Self-Evaluation and Intern Portfolio Self Reflection and collaborating with site-based and university supervisors, the intern will write and submit an Internship Plan. The Internship Plan must meet the following criteria (See Appendix D):

- focus on NASP practice domains
- align with the internship expectations
- align with the student's areas of interest
- include measurable goals/objectives
- include a description of activities and artifacts demonstrating these goals
- include a timeframe to meet goals/objectives
- be approved by the university Internship Coordinator and site-based supervisors

Note: Most sites require entry-level school psychologists and interns to participate in a district/agency professional evaluation process. The Internship Plan may crossover with goals developed for the agency/district professional evaluation process.

## Internship Portfolio Process and Evaluation of Knowledge and Skills

### Overview

Interns will be required to gather and organize documentation that addresses each of the NASP domains of practice. Portfolios should include required components completed during internship as well as artifacts from across the intern's tenure in the program which will be submitted for final approval and evaluation during internship. In addition, any artifacts agreed upon in the intern's individualized Internship Plan should be included in the appropriate portfolio domain.

The Internship Portfolio should be organized around NASP's 10 practice domains and components should address both knowledge obtained and demonstrate professional performance related to the domains.



The internship requires several artifacts that align closely with the NASP domains and should be included in the portfolio as noted in the table below. In addition to the required artifacts, students are expected to supplement their portfolio with “elective” artifacts from across their time in the program or that are completed as part of their individualized Internship Plan. The table below provides an outline of the domains of practice and portfolio required artifacts and elective artifacts. Please note: some artifacts are included in multiple domains.

NASP DOMAIN	PORTFOLIO ARTIFACTS
<p><b>Domain 1: Data-Based Decision Making and Accountability</b>            School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.</p>	<p>Minimum documentation: Seven artifacts, to include:            **De-identified comprehensive evaluation            **Analysis of class-, grade-, or schoolwide data            **Academic Problem Solving Case Report            **Behavioral Problem Solving Case Report            *Elective            Praxis Exam score report            Comprehensive Exam score report</p>
<p><b>Domain 2: Consultation and Collaboration</b>            School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.</p>	<p>Minimum documentation: Eight artifacts, to include:            **Consultation observation rubric            **Supervisor midyear and final evaluation form            **Difficult communication with family observation rubric            **Consultation and Collaboration Case Report            **Consultant Effectiveness Scale and Reflection            *Elective            Praxis Exam score report            Comprehensive Exam score report</p>
<p><b>Domain 3: Interventions and Instructional Support to Develop Academic Skills</b>            School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.</p>	<p>Minimum documentation: Four artifacts, to include:            **Academic Problem Solving Case Report            Praxis Exam score report            Comprehensive Exam score report            *Elective</p>
<p><b>Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills</b>            School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.</p>	<p>Minimum documentation: Five artifacts, to include:            **Behavior Problem Solving Case Report            **Evidence of crisis response or intervention            Praxis Exam score report            Comprehensive Exam score report            *Elective</p>
<p><b>Domain 5: School-Wide Practices to Promote Learning</b>            School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.</p>	<p>Minimum documentation: Five artifacts, to include:            **System’s Project            **Analysis of class-, grade-, or schoolwide data            Praxis Exam score report            Comprehensive Exam score report            *Elective</p>
<p><b>Domain 6: Preventive and Responsive Services</b>            School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitier prevention, and evidence-based strategies for effective crisis response.</p>	<p>Minimum documentation: Four artifacts, to include:            **Evidence of crisis response or intervention            Praxis Exam score report            Comprehensive Exam score report            *Elective</p>

<p><b>Domain 7: Family–School Collaboration Services</b>  School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.</p>	<p>Minimum documentation: Six artifacts, to include:  **De-identified family interview protocol or summary  **Difficult communication with family observation rubric  **Supervisor midyear and final evaluation form  Praxis Exam score report  Comprehensive Exam score report  * Elective</p>
<p><b>Domain 8: Diversity in Development and Learning</b>  School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.</p>	<p>Minimum documentation: Six artifacts, to include:  **Diversity reflection paper  **Consultation and Collaboration Case  **Supervisor midyear and final evaluation form  Praxis Exam score report  Comprehensive Exam score report  * Elective</p>
<p><b>Domain 9: Research and Program Evaluation</b>  School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.</p>	<p>Minimum documentation: Five artifacts, to include:  **Research-based practice agenda  **System’s Project  Praxis Exam score report  Comprehensive Exam score report  *Elective</p>
<p><b>Domain 10: Legal, Ethical, and Professional Practice</b>  School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.</p>	<p>Minimum documentation: Six artifacts, to include:  **Ethical problem-solving case study  **Professional values reflection paper  **Intern Self-Evaluation and Portfolio Self-Reflection  **Consultant Effectiveness Scale and Reflection  **Supervisor midyear and final evaluation form  ** Consumer of Service Eval (School Personnel) and Reflection</p>
<p><b>Addendum</b></p>	<p>Minimum documentation: Eight artifacts, to include:  **Proof of appropriate license  **Proof of insurance (if required by your district)  **Self-care plan  **Intern Self-Evaluation and Portfolio Self Reflection  ** Internship Plan  ** Internship Hours Logs (Signed by supervisor)  ** Supervisor Mid-term and Final Internship Evaluation  ** Mid-term and Final Consumer of Service Eval and Reflection  **Internship Completion Form</p>

\* Students should include one artifact from each domain in their Internship Plan and include this as the “elective” artifact for each domain above. Work with your internship site-based supervisor and the Internship Coordinator to identify an appropriate artifact to include.

\*\* Must be completed during internship.

### Guidelines for and Descriptions of Required Portfolio Artifacts

Interns are required to complete and submit each of the following portfolio artifacts as part of their Internship Portfolio by the end of internship. Internship grades will not be assigned until all required and elective artifacts are submitted, graded, and have achieved passing scores and the intern has completed all other internship requirements (e.g., sufficient hours). Each

artifact includes a qualitative and quantitative evaluation of the attainment of knowledge and/or skills based on the submission.

### Research-based Practice Agenda

Interns must include a 1-2 page research-based practice agenda. This agenda should summarize each of the following elements if they are applicable to the intern's goals: research interests, future plans to engage in research, approach to using research to inform practice during internship, ways they intend to remain informed of evidence-based practices, AND/OR discussion of how research will guide their role as a school psychologist during their career.

### Ethical Problem-solving Case Study

The intern should identify an ethical dilemma faced during their internship year. If they need assistance identifying a dilemma, they should consult the Internship Coordinator. The intern should write a case study regarding the dilemma and how they resolved the situation in a manner consistent with NASP professional ethics. This summary should include: a description of the de-identified description of the dilemma, discussion of relevant NASP professional ethical principles and standards, discussion of multiple potential solutions and the pros/cons of each that were considered, and a description of how the dilemma was resolved with a rationale based in the NASP standards.

### Professional Values Reflection Paper

Interns should identify 3-4 professional values that guide their practice as a school psychologist. Reflections should include discussion of how their values have evolved over the course of their training in the program. In addition, interns will write a brief summary of how their values influence their work in each of the NASP practice domains, providing specific examples.

### Diversity Reflection Paper

Interns must include a brief reflection paper that articulates knowledge of addressing diversity in practice and their personal approach in working with diverse individuals and groups during internship. This paper should include at least one applied example of working with diverse individuals or groups during internship. The example(s) should be supported by ethical guidelines, empirical findings, or professional references to indicate knowledge of addressing diversity. In addition, the intern will describe their general approach to working with diverse individuals and groups, in such a way that aligns with NASP principles.

### De-identified Family Interview Protocol or Summary

Interns should include a de-identified copy of a family/caregiver interview protocol, demonstrating their partnership with families. Alternatively, they may write a brief summary regarding ways they engaged and partnered with families during the internship year.

### De-identified Comprehensive Evaluation

The intern should submit at least one de-identified comprehensive evaluation report for a case that was completed during the internship year. Before submitting, the intern should highlight or otherwise annotate which sections of the report they completed.

### Analysis of Class-, Grade-, or Schoolwide Data

The intern should submit an artifact that demonstrates competence in evaluating and analyzing group-level data. This data can be for a class-, grade- or schoolwide socioemotional, behavioral, or academic domain. The intern should provide a visual representation (e.g., graph or chart) of the data and write a summary analyzing the findings from the group level data. Finally, the intern should provide practice recommendations that are informed by these findings.

### Consultation and Difficult Communication Observations

During group supervision, interns will engage in role play with a peer to demonstrate their competence in two areas – consultation and communication. The first observation will be of the intern’s consultation skills. The second observation will be of the intern’s engagement in a difficult conversation with a caregiver/family member. Interns can provide a case based on their internship experience or the Internship Coordinator can provide a case to inform the role play. The Internship Coordinator will provide a completed rubric and feedback which should be included in the intern’s final portfolio.

### Evidence of Crisis Response or Intervention

The intern should include an artifact demonstrating evidence of their competence engaging in crisis response or intervention in the school setting. Examples include: de-identified risk or threat assessment protocols with next steps included, notes from school crisis response team meetings (please de-identify), brief summary of their role in crisis response or intervention at their internship site, etc. Interns should consult the Internship Coordinator if they are unsure if an artifact they wish to include provides evidence of their crisis response or intervention skills.

### Intern Self-Evaluation and Portfolio Self Reflection

Prior to writing the Internship Plan students should complete an Intern Self-Evaluation and Portfolio Self Reflection. This will include reflecting upon each of the NASP domains, one’s knowledge as well as current depth of practice demonstrating performance in each domain. Reflections should be included in the “Comments” section on the Intern Self-Evaluation and should include a summary of artifacts currently completed and ideas for artifacts that would more clearly demonstrate their knowledge and/or performance in the domain. Consult the Internship Coordinator for resources to aid in generating ideas for activities to demonstrate performance in each domain. (See Appendix H: Internship Evaluation)

### Academic and Behavior Problem Solving Case Reports

Interns are expected to develop expertise in supporting school-age students’ social-emotional and academic growth. Additionally, NASP Standards require that all school psychologist candidates demonstrate the professional skills necessary to deliver effective services that result in positive, measurable outcomes for clients. Fulfillment of this performance-based requirement is met through the successful completion of comprehensive academic and

comprehensive behavioral case studies. These cases may be part of a psycho-educational evaluation with links to intervention, data, and decision-making or may be part of a general education problem-solving case. Case studies will describe actual cases that have been completed by the intern using systematic and structured problem-solving procedures and evidence-based practice. All case studies should be de-identified. (See Appendix E for details.)

### Consultation and Collaboration Case and Consultant Effectiveness Scale Reflection

Interns are also expected to refine their collaborative and consultative services as well as advocate schools utilize evidence-based practices. Interns will demonstrate their consultation skills by submitting a report describing the consultative process used to problem-solve a case. Consultation cases should follow the 4-step problem solving model and include explicit description of consultative methods used to: establish relationships, identify and analyze the problem, select interventions, implement interventions and evaluate outcomes. Within each step of the process students should describe their methods of communication and collaboration, ways of managing logistics, and management of multicultural considerations. Students should also have their consultee complete the “Consultant Effectiveness Scale” submitting it along with their Consultation and Collaboration Case report. Interns are encouraged to provide a self-rating on the Consultation and Collaboration Case Rubric with a reflection of their consultation skills and the areas they continue to develop. (See Appendix F for details.)

### Systems Project

Interns are expected to develop skills to support system’s level change efforts. Interns will demonstrate their skills in supporting system’s change by analyzing a system’s needs and implementing/proposing a data-based plan to support change. The System’s Project should:

1. describe the problem/goal and desired outcome
2. analyze the organizational situation
3. design an action plan to reduce or eliminate 1-2 key barriers
4. provide follow-up support for implementation and monitoring
5. develop method for monitoring progress and evaluating outcomes

(See Appendix G for details.)

### Addendum Paperwork and Artifacts

Interns are also expected to include a copy of their proof of appropriate license, proof of insurance (if required by their internship site), Internship Plan, self-care plan, monthly and final signed internship hours logs, internship completion form, supervisor midyear and final internship evaluation forms, and midyear and final consumer of service evaluation forms and reflections in their portfolio. Questions about any of these artifacts should be directed to the Internship Coordinator.

### Portfolio Electives

Students are expected to supplement their portfolio with artifacts and activities demonstrating their knowledge and skill from across the program. There are several “Electives” requires in the portfolio. Students can select “Electives” from their available artifacts from various program

experiences, artifacts generated during internship or artifacts generated as part of their internship plan. All elective artifacts must include a reflection addressing how they meet the expectations evident in the domain, their current level of knowledge/skill and further professional learning as evidenced from their artifact. See the Internship Coordinator for resources to support selection of quality electives.

## Internship Evaluation

In addition to the evaluation of the internship portfolio, site-based internship supervisors will complete the Internship Evaluation at mid-internship and the end of internship. See Appendix H. Students will be required to have a school personnel also complete the Consumer of Services Evaluation each semester. See Appendix I.

Mid-year conferences between the university Internship Coordinator, intern and site-based supervisor will review the midyear Intern Evaluation, review progress toward the Internship Plan and make adjustments to the Internship Plan, supervision and available internship opportunities as needed. End-of-year conferences between the university Internship Coordinator, intern and site-based supervisor will review the end-of-year Intern Evaluation and overall internship experience. Both intern conferences must be arranged by the student either in-person, via Zoom or phone conference and should be expected to last about 30 minutes.

### Adequate Progress

All items on the Internship Evaluation and the Consumer Services Evaluation are rated on a scale of 1 to 4. In order for students to be deemed to be making sufficient progress, students are expected to earn an average rating of at least 2.0 in each section of the evaluations in the mid-year evaluations and an average rating of at least 3.0 in each section in the end-of-year evaluations. Students who are not making sufficient progress based on evaluation ratings will need to file an explanation for the ratings to the Doctoral Committee so that the committee can determine if the student should be allowed to continue past mid-year in an internship placement or pass the internship experience at the end of the year. See remediation section for further details.

## Internship Logs

Students are expected to keep a daily log of internship activities. Internship logs should be updated regularly and submitted with the field supervisor’s signature each month. An end of year summary of the intern’s total hours should be submitted upon completion of the internship experience. An Internship Log template will be uploaded to the D2L page and/or distributed to the interns via email.

### Monthly Meeting Topics and Suggested Assignment Due Dates

Month/Topic	Suggested Assignments to Submit by Month
September: Internship Orientation and Overview	Internship Agreement
	Proof of license and insurance
	Intern Self-Evaluation

	Internship Plan
	August/September Hours Log
October: Self-care during Internship	Self-care Plan
	October Hours Log
November: Engaging in Difficult Communications	Schedule Mid-year Internship Conference
	1-2 Internship Portfolio Domains for Review
	Complete Difficult Communication Observation in Class
	November Hours Log
December: Providing Evidence-based Services in Schools	Midyear Internship Evaluation
	Midyear Consumer of services (aka supervisor) Evaluation
	December Hours Log
	1-2 Internship Portfolio Domains for Review
	Updated Internship Plan (if needed)
January: Effective Consultation	Complete Consultation Observation in Class
	January Hours Log
February: Crisis Response and Intervention	1-2 Internship Portfolio Domains for Review
	February Hours Log
March: Systems Change Consultation and Advocacy	1-2 Internship Portfolio Domains for Review
	March Hours Log
April: Topic TBD	Full Internship Portfolio Draft for Review
	April Hours Log
May: Transitioning from Internship to Independent Practice	Schedule end-of-year internship conference
	End-of-year Consumer of services (aka supervisor) Evaluation
	End-of-year Internship Evaluation
	May Hours Log and Internship Hours Summary Log*
	Final Full Internship Portfolio w/required edits
	Internship Completion Form*

Note: Students are encouraged to submit drafts of portfolio domains for review and feedback on an ongoing basis throughout the internship experience.

\*Should the internship placement extend beyond May, students are expected to submit the final Hour Log Summary and Internship Completion Form to the Internship Coordinator via email on their final day of internship.

## Remediation

If an area in need of remediation is identified during the internship experience, site-based supervisors are requested to collaborate with the university Internship Coordinator and intern to develop a remediation plan. As noted in the MSU School Psychology Program Handbook, the purpose of remediation is to develop a support plan and timeline to address student concerns that have been identified through review of student progress in the program. The intent of remediation is to develop a plan for the student that supports their professional learning needs, so they can develop the skills to be successful and progress in the program. Examples of situations that may warrant remediation include: (a) a deficit in acquiring or integrating professional behaviors into one's work; (b) deficit in meeting program requirements; (c) personal



stress/emotional reactions that interfere with professional functioning; and (d) behavior that is not modified after feedback. Average scores on the midyear Internship Evaluation below 2.0 or the end-of-year Internship Evaluation below 3.0 may also indicate a need for remediation.

The student, Internship Coordinator/Program Director and site-based supervisor will collaborate to develop a remediation plan. The remediation plan will include identified objectives, a clear timeline for completing the objectives, and behaviorally anchored assessments. The remediation plan also will include the consequences should the area identified by the program faculty or site-based supervisor not be rectified.

The primary focus of remediation plans is to help identify the most appropriate methods to help the student complete program requirements, develop professional competencies, and be successful in the program and profession. If the student disagrees with the remediation plan, the student can request in writing that the School Psychology Doctoral Committee as a whole review the plan and assist in the development of the remediation plan. If a student disagrees with the need for a remediation plan, he or she can appeal following the due process procedures of the university found in the Minnesota State University, Mankato Student Handbook regarding *Student Complaints and Grievances*. <http://www.mnsu.edu/students/basicstuff/policies.html>.

A copy of the agreed-to remediation plan is placed in the student's file. In all cases where a remediation plan is developed the Program Director will be informed by the Internship Coordinator of the plan and progress toward the plan on a regular basis.

## Unsuccessful Experiences

Students who do not successfully complete internship during their first experience may request a second placement by writing a letter of request to the Doctoral Committee. The request must include a description of the first placement, a discussion of why the first placement was unsuccessful, and actions that would result in a successful internship. The Doctoral Committee will review the student's request as well as the student's progress in the program and the request will be approved, approved with/after remediation, or denied. In the event of a second internship, students are required to once again register for the full number of internship credits specified earlier in this document.



## Appendices

## **Appendix A: Tips for Applying and Attaining an Internship**

## **Tips for Applying and Attaining an Internship**

In preparation for applying for internship, prepare an application packet that includes three letters of reference, a cover letter specific to the internship site, an updated curriculum vita, and copy of transcripts. Most internship sites have an on-line application process used for all school-based personnel. In completing applications note the following:

### **Application**

- **Postings:** Some sites advertise specific internship positions; others do not. You can readily assume within the tri-state area that school psychology positions that are posted are open to applications from interns as well. Postings for standard school psychology positions begin when districts/agencies have vacancies. This can be anytime, but typically starts around the time of the NASP conference and can go well into July.
- **Process:** Large districts will typically have human resource personnel managing the application process. Feel free to contact them with questions during the interview process, but hold questions specific to school psychology for a special education manager who is part of the district/agency.
- **Teaching Experience:** List field placement and practicum experiences under questions about teacher experience.
- **State Licensure:** When asked for your state licensure number/information, indicate that the application is in-process. Minnesota requires you to have obtained a position prior to applying for a school psychology license.

### **Letters of Reference**

Letters of reference should include university-based and school-based references and be from persons who know your work best.

- One must be from your advisor/program director and must include a statement indicating that you are approved for internship.
- Two additional letters should be from those who know you best and can speak to your school psychology skills. It is recommended at least one of these is from a school-based personnel.

### **Cover Letter**

Cover letters should focus on highlighting experiences not evident on your vita/letters and your fit with the specific internship site you are interested. You may also include: background experience, professional interests, and experiences you are seeking.

### **Curriculum Vita**

Consider the focus of the internship that you are applying. As you have a wide variety of experiences, you may consider highlighting certain experiences based on the internship site/s to which you are applying.

- Transcripts: Be prepared to provide unofficial transcripts from undergraduate through graduate work. Typically official transcripts are only required upon an offer.

- Professional Portfolio: You have the option to provide examples of your professional work either attached to your application or during the interview process. Sites typically will not ask for this, but select examples of your professional work can set you apart from other candidates. However, be careful in the selection of the components you share from your portfolio. Choose your best work, use examples that fit with the philosophy and objectives of the site you are applying and ensure complete redaction of all identifying information including student/parent/teacher names, addresses etc.

## **Interviews**

- Type of Interview: If the site you are applying to is outside of a day-trip's drive the site may offer to do a phone/Skype interview instead of an in-person interview. Some things to consider include:
  - During phone interviews, be prepared to ask clarifying questions, question if you have covered topics sufficiently or if you should expand etc., due to lack of body language available in such an interview.
  - Be sure to ask who is in the room with you during an interview if they have not been introduced.
  - Ensure a quite distraction free space during phone/Skype interviews.
  - As Skype relies on an internet connect, be prepared to do a phone/in-person interview if you are not able to connect via Skype.
  - Skype allows for better use of body language during the interview process, but still can be limiting, as you may not be able to see everyone who is in the interview room.
  - In-person interviews allow the site to have a better understanding of your professional/social behaviors.
- Interview Tips:
  - Familiarize yourself with the district/agency you are interviewing. You should be prepared to know their mission/vision, recent initiatives and as much information about school psychology practice in the agency/district as possible. You can also ask some of this information during the interview process.
  - Interviews can feel strange, as we are not used to talking so much about ourselves. Do what you have to, to "get in the zone" and share what you know the best you can.
  - Dress casual business. You do not need to wear a suit/dress. Leave your backpack at home.
  - During the interview, hiring rules typically do not allow the interview team to ask questions about where you want to live, if you are married, if you have children etc. However, you can share this type of information on your own.
  - The site can ask you what your long-term goals are in school psychology. These also tend to lend themselves to longevity of the job. Just note employers generally like people who want to embed themselves in their culture so be careful with these questions. Plan a positive response that shows you are interested in them.
  - School based internship sites are typically most interested in your school-related experience. If you have done applied research, consider it a school related experience and talk about it as collaborating and intervening with schools and kids as opposed to doing research for research sake.

- This is an internship and it is not expected that you have had every experience. So if they ask you a question about your experience, be sure to describe what you "would" do even if you cannot tell them what you "have" done.
- Interview Questions:
  - *Standard Human Resource Questions:*
    - Why do you want to work for them?
    - Ways in which you've collaborated with parents and schools or in challenging decisions.
    - A cultural competency question: What does it mean to you and your role as a school psych? How would assess an individual taking into account differences in culture?
    - They may ask you if you can perform the essential functions and physical requirements of the job (driving, lifting etc.). This is a required HR question.
  - *School Psych Questions:*
    - Eligibility: Be familiar with the eligibility process in the state that you are applying. In Minnesota, be prepared to answer how you would assess students of various ages for each of the different eligibility criteria.
    - Ethics: They may pose a question about a conflict of interest, a litigious case, or challenging case in general. They are determining how well you collaborate, when you will include a supervisor/administrator into an unethical situation.
    - Low Incidence Populations: They may want to know your experience with low incidence populations (i.e., DCD, severe/profound, Autism etc.)
    - Due Process: Be prepared to consider how to answer questions/problem-solve scenarios about student/s FAPE and LRE.
    - Behavior/Social-emotional: Be prepared to describe how to assess and intervene for students with EBD/severe behavior concerns; Be prepared to describe your role in supporting social-emotional, mental health in schools as well as how you can support their school in crisis prevention and intervention.
  - *Questions for the District/Agency:* Be prepared to ask the district/agency key questions you have that help you make a decision if they offer you the position. Be sure you have at least 3-5 questions for them related to the actual work in the job, what a day in the life of a school psych in their agency is like, the professional learning/mentoring for new school psychologists/employees, the school psychologist to student ratio, the long-term goals of the agency, their biggest challenges in meeting children's needs, etc. You want to ask these questions as it gives you an idea of the culture of the organization and what the work is like.
- Interview Follow-up: you may consider following up your interview with a thank-you letter/card. You may also follow-up with further questions. Give districts/agencies time for decisions.

## **Appendix B: Process Sheet for Approval to Apply for Internship**

**Process Sheet for Approval to Apply for Internship  
for the School Psychology Doctoral Program**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Year enrolled into the School Psychology Doctoral Program: \_\_\_\_\_

This form should be completed and submitted to the School Psychology Doctoral Committee for review *prior to applying for internship or seeking letters of recommendation for internship.*

Internship typically takes place during the fifth year in the program if you entered with a Bachelor’s Degree, or your 4<sup>th</sup> year in the program if you entered with either a Master’s Degree, a Specialist Degree, or significant numbers of advanced placement credits. The committee will meet within 1 month of your Process Sheet submission to formally approve or reject requests to apply for internship. For the student to apply for internship, a majority of the School Psychology Doctoral Committee must signal their approval on this form.

In addition to the below information, a history of appropriate professional and ethical behavior will be considered when making approval decisions. Students are reminded that the work that they do in the schools and community reflects on them as professionals and on the program. Therefore, the Doctoral Committee will be necessarily conservative in approving internship. In the event that there are any reservations before placing a student in the field, a meeting will be arranged between the student, internship coordinator, and the program director to determine the appropriate course of action. Since this is an applied doctoral program, we expect that this comprehensive sequencing and management of field experiences will result in highly qualified school psychology practitioners.

Please answer the following:

Requirement	Answer
What is your graduate GPA ( $\geq 3.2$ _expected)?	
Have you passed (with a C- or better) all required coursework (aside from dissertation) for your doctoral degree (including advanced standing)? <ul style="list-style-type: none"> <li>- Please include a copy of your transcript with this application</li> <li>- Please include a program course of study indicating which courses you have taken in the program.</li> </ul>	[yes] [no]*
*If “no”, what courses do you have left to take and specifically what semesters/sessions do you plan to take them?	
Have you finished all “Incomplete”, “In Progress” courses that may be present on your transcript?	[yes] [no]*
*If “no”, what courses have I or IP? What steps are needed to change these grades?	
What grade did you receive in Field Experience?	

What grade did you receive in Practicum I (750)?	
What grade did you receive in Practicum II (751)?	
**What grade did you receive in Advanced Doctoral Practicum I (760)? If you have not completed this practicum, when do you plan on completing it?	
**What grade did you receive in Advanced Doctoral Practicum II (761/762)? If you have not completed this practicum, when do you plan on completing it?	
Have you obtained a masters degree?	[yes] [no]*
*If "no", what date do you anticipate receiving your masters degree?	
Have you successfully passed your comprehensive exam?	
What date do you plan to propose your dissertation?	

\*\* Note: Internship cannot be completed (but *can* be planned) before both advanced doctoral practicum courses (PSYC 760 and 761 -or- PSYC 760 and 762) have been passed.

Additional Comments (Optional):

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Application to apply for Internship:

_____	_____	[yes] [no]
[Carlos J. Panahon, Ph.D.]	[Date]	
_____	_____	[yes] [no]
[Kevin Filter, Ph.D.]	[Date]	
_____	_____	[yes] [no]
[Elyse Farnsworth, Ph.D.]	[Date]	
_____	_____	[yes] [no]
[Shawna Peterson-Brown, Ph.D.]	[Date]	

The Doctoral Committee [approves] [does not approve]  
your request to apply for internship.

Committee Comments:

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## Appendix C: Internship Agreement

School Psychology Internship Agreement  
Minnesota State University, Mankato

Name of Intern: \_\_\_\_\_

Name and Mailing Address of School/Agency:          
------------------------------------------------------------------------------------

Terms of Agreement

**1. Length and Scope of Internship**

The agency will support the student in completing the 1500-hour internship over the course of 1 or 2 years with a minimum of .5 FTE over that time. The internship experience will be of sufficient scope and depth to meet the goals of the internship as stated below in section 4 below. In particular, the intern will be have the opportunity to engage in a range of practices including special education evaluation, consultation, intervention development and monitoring and general school improvement initiatives.

School psychology internship sites have a primary goal of educating students in P-12 with diverse backgrounds, characteristics, abilities, disabilities, and needs. The school setting has available an internal or external pupil services unit that includes at least one credentialed school psychologist and provides a full range of services.

**2. Supervision Agreement**

- a. Amount and type of supervision: The site-based supervisor, a school psychologist that is credentialed/licensed for practice in the state with a minimum of 3 years of experience, will provide a minimum of 2 hours per week of direct supervision and is employed as a regular employee or consultant by the district/agency. The majority of this time will be individual, face-to-face meetings. The site-based supervisor will evaluate student progress, communicate with the intern as appropriate to meet the goals of internship, and provide evaluation ratings to the university supervisor at least 2x/year.
  
- b. Supervisor release time for supervision: The site-based supervisor will be supported by the agency to provide the minimum of 2 hours of weekly supervision necessary to complete the goals of the internship.

c. University supervision:

- i. The student will be released for university supervision for 2 hours per month. University supervision of interns will be managed through meetings 2 times per month either in person or via telephone/internet depending on location of the internship. The university will also manage a web-based internship course that includes group supervision and continuing education.
- ii. The university internship coordinator will be responsible for coordinating placements, communicating with the agency and supervisor to ensure a quality experience, and providing additional supervision to the intern.

**3. Compensation**

The intern will be compensated for her/his work in the following manner (please fill in as applicable):

Salary or Stipend: \_\_\_\_\_

Hourly wage: \_\_\_\_\_

Contract Dates: Beginning Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Travel compensation: \_\_\_\_\_

**4. Agreement to Support Attainment of Objectives**

The agency agrees to support the intern in the attainment of the following objectives of the internship experience:

1. Students will become familiar with the organization and practice of psychological services in the school and how those services relate to the school environment
2. Students will become fluent in psycho-educational assessment of children and adolescents
3. Students will develop expertise in consultation and intervention
4. Students will demonstrate the ability to use data to guide decisions about individual and systemic functioning
5. Students will develop expertise in supporting diverse learners
6. Students will learn to work collaboratively with teachers, parents, and other professionals to improve the quality of education services provided to children and adolescents
7. Students will become ethical decision makers who take into consideration the role of diversity in the provision of school psychological services

**5. Adequate Resources and Safe Environment**

The agency will ensure that the intern has a safe and secure work experience that includes adequate resources necessary to complete the task of a school psychology interns including office space and technology.

**6. Support for Continuing Professional Development of Intern**

The intern will be provided with continuing professional development opportunities commensurate with other psychologists in the agency.

**Direct site-based supervisor**

Name (printed): \_\_\_\_\_ Signature and Date: \_\_\_\_\_

**Agency Representative**

Name (printed): \_\_\_\_\_ Signature and Date: \_\_\_\_\_

**Student**

Name (printed): \_\_\_\_\_ Signature and Date: \_\_\_\_\_

**University Internship Coordinator**

Name (printed): \_\_\_\_\_ Signature and Date: \_\_\_\_\_

Direct Site-based Supervisor Information:

Highest Degree: \_\_\_\_\_ NCSP? [YES] [NO] State Licensure Number \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

University Internship Coordinator Information:

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: Minnesota State University, Mankato  
School Psychology Internship Coordinator  
103 Armstrong Hall

## Appendix D: Internship Plan

**Minnesota State University, Mankato  
School Psychology Doctoral Program  
Internship Plan**

Intern Name:
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After completing the Intern Self-Evaluation and Intern Portfolio Self Reflection, the intern should complete this plan in collaboration with site-based and university supervisors.

The intern should identify all required and elective artifacts that will be submitted in each NASP domain below. This plan should be re-visited on a regular basis during site-based supervision to guide internship activities and as needed during university group supervision.

Note: The Internship Plan may crossover with goals developed for the agency/district professional evaluation process.

- Domain 1: Data-Based Decision Making and Accountability
- Domain 2: Consultation and Collaboration
- Domain 3: Interventions and Instructional Support to Develop Academic Skills
- Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills
- Domain 5: School-Wide Practices to Promote Learning
- Domain 6: Preventive and Responsive Services
- Domain 7: Family-School Collaboration Services
- Domain 8: Diversity in Development and Learning
- Domain 9: Research and Program Evaluation
- Domain 10: Legal, Ethical, and Professional Practice

Domain: \_\_\_\_\_

- Measurable goals/objectives
  
  
- Description of activities and artifacts demonstrating these goals
  
  
- Timeframe to meet goals/objectives

Domain: \_\_\_\_\_

- Measurable goals/objectives

- Description of activities and artifacts demonstrating these goals
- Timeframe to meet goals/objectives

Domain: \_\_\_\_\_

- Measurable goals/objectives
- Description of activities and artifacts demonstrating these goals
- Timeframe to meet goals/objectives

Domain: \_\_\_\_\_

- Measurable goals/objectives
- Description of activities and artifacts demonstrating these goals
- Timeframe to meet goals/objectives

Domain: \_\_\_\_\_

- Measurable goals/objectives
- Description of activities and artifacts demonstrating these goals

- Timeframe to meet goals/objectives

Domain: \_\_\_\_\_

- Measurable goals/objectives
- Description of activities and artifacts demonstrating these goals
- Timeframe to meet goals/objectives

Domain: \_\_\_\_\_

- Measurable goals/objectives
- Description of activities and artifacts demonstrating these goals
- Timeframe to meet goals/objectives

Domain: \_\_\_\_\_

- Measurable goals/objectives
- Description of activities and artifacts demonstrating these goals
- Timeframe to meet goals/objectives

Domain: \_\_\_\_\_



- Measurable goals/objectives
- Description of activities and artifacts demonstrating these goals
- Timeframe to meet goals/objectives

Domain: \_\_\_\_\_

- Measurable goals/objectives
- Description of activities and artifacts demonstrating these goals
- Timeframe to meet goals/objectives

Site Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor Signature \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix E: Academic and Behavior Problem Solving Case

**Academic and Behavior Problem Solving Case Guidelines**  
**School Psychology Internship; Minnesota State University, Mankato**

**Description of Requirements**

NASP Standards require that all school psychologist candidates demonstrate the professional skills necessary to deliver effective services that result in positive, measurable outcomes for clients. Fulfillment of this performance-based requirement is met through the successful completion of a comprehensive academic and comprehensive behavioral case study. These cases may be part of a psycho-educational evaluation with links to intervention, data, and decision-making or may be part of a general education problem-solving case. The case study will describe an actual case that has been completed by the applicant using systematic and structured problem-solving procedures. The attached rubric will be used to evaluate the submitted case study.

**Alignment with NASP Standards**

Comprehensive case studies are intended to assess student performance across several NASP standards. Case studies will be evaluated for breadth and depth using a rubric that is organized into the 4 common steps of problem-solving. As the steps of problem solving utilize a variety of skills (e.g., consultation, family school collaboration etc.), specific items on the scale will address performance in more than 1 NASP standard. The below table identifies NASP’s standards and specific rubric items that address each standard. Note: Regarding NASP Domains related to academic and social/life-skills interventions, while the rubric does not specifically state that the student must demonstrate knowledge of academics, the student must have applied that step accurately in relation to academics or social and life/skills based on the case they present. Therefore most rubric items reflect performance related to development and implementation of interventions for academics and/or social/life-skills.

Case Study Rubric Item	NASP Domain								
	Data Based Decision Making and Accountability	Consultation and Collaboration	Direct and Indirect Services: Student Level		Direct and Indirect Services: Systems Level			Foundations of Service Delivery	
			Interventions and Instructional Support to Develop Academic Skills	Interventions and Mental Health Services to Develop Social and Life Skills	School-wide Practices to Promote Learning	Preventive and Responsive Services	Family-School Collaboration	Diversity in Development and Learning	Research, Program Evaluation
1.1	X		X	X					
1.2		X	X	X					
1.3	X	X	X	X	X				
1.4	X		X	X	X				
1.5			X	X					
1.6		X					X		

2.1		X	X	X		X	
2.2	X		X	X			X
2.3		X				X	X
3.1	X		X	X			
3.2	X		X	X			X
3.3	X		X	X			X
3.4		X	X	X	X		
3.5		X	X	X	X	X	X
3.6	X	X	X	X	X		
3.7		X	X	X	X	X	
3.8	X		X	X			X
4.1	X		X	X			X
4.2	X		X	X			X
4.3	X		X	X			X
4.4	X		X	X	X		
4.5	X	X	X	X			X
4.6	X	X	X	X			

### Preparing your Case Studies

Submit 2 case studies (one academic and one behavior). Submission should include the following:

- Report: Report documenting each step of the 4-step problem solving process. The report must include:
  - Documentation of assessments leading to intervention and a written summary of the evaluation decisions.
  - Appendices with supplemental resources (i.e., detailed intervention plan/protocol, charts/graphs documenting progress monitoring during intervention, treatment integrity plan and results, etc.)
  - Assessment of the effects on student outcomes using Goal Attainment Scaling and Percentage of data points Exceeding the Median (PEM). (This may be included in the evaluation section of your report. See details below).
- Self-Evaluation: A self-evaluation using the Academic and Behavior Case Assessment Tool for each case study.
- Redaction of school/student/teacher/parent identifying information
- Self-reflection (Optional): Self-reflection addressing the specific components of the case that were not addressed adequately. Written reflections should include a self-assessment of the problem-solving step, areas of strength, areas of needed improvement and methods of personal ongoing professional development to meet expectations in the domain.

### Assessment of Effects on Student Outcomes

Students are expected to evaluate the effects of the problem-solving process on student outcomes. In the evaluation section of your report include at minimum an evaluation of student outcomes using Goal Attainment Scaling and Percentage of data points Exceeding the Median (PEM). These measures will be used as a criterion-referenced approach to describe impact on students.

- Goal Attainment Scaling (GAS): GAS provides an individualized, criterion-referenced approach to describing changes in performance of students and can be useful for

documenting academic and social behavior. The scale ranges from -2 (worst outcome) - +2 (best outcome). It is expected that your scale uses objective description criteria and align with your direct measure. Be sure to include your scale in your report.

- Resources:

- Roach, A.T., and Elliott, S.N. (2005). Goal attainment scaling: An efficient and effective approach to monitoring student progress. *Teaching Exceptional Children, 37*, 8-17.

- Sladeczek, Elliott, Krotochwill, Robertson-Mjaanes, and Stoiber (2001). Application of goal attainment scaling to a conjoint behavioral consultation case. *Journal of Educational and Psychological Consultation, 12.1*, 45-58.

- Percentage Exceeding Median (PEM): PEM is a nonparametric method of calculating effect size for single-case design. While it has its limitations (primarily when it comes to data with trend) it can be useful in providing a standardized method of calculating effect size. When analyzing PEM effect sizes, please use Scruggs et al., (1986) criteria for quantifying the effect.

- Resources:

- Scruggs et al., (1986) criteria
  - 90-100% – highly effective
  - 70-89% moderately effective
  - 50-69% mild/questionable effect
  - <50% ineffective

- Ma, (2006). An alternative method for quantitative synthesis of single-subject researches: *Percentage of data points exceeding the median, Behavioral Modification, 30.5*, 598-617.

### **Types of Cases to Consider**

Case studies must be problem-solving cases that require Problem Identification, Problem Analysis, Intervention and Evaluation. Some of the types of cases you might consider are:

- pre-referral/problem solving case
- ongoing problem solving case for a student who is already eligible for special education services
- psycho-educational evaluations with documented and implemented interventions
- consultation cases involving multiple team members where you were a key team member in assessment through intervention decision making
- Tier 2 problem solving case involving a small group of students

Academic Case: Academic refers to a case involving a student/students with a language arts/literacy/reading, written expression, mathematics or functional skill needs.

Behavioral Case: Behavioral refers to a case involving a student/students with social emotional needs such as externalizing behaviors, internalizing behaviors, self management, mental health, social skills, life-skills etc.

## Expectations

These case studies will be used in combination with your other internship requirements to determine the degree to which you meet the expectations of internship. Students are expected to complete cases receiving 80-100% of the points available on the attached rubric as scored by program faculty. Adequate levels of completion for each problem-solving step is as follows:

2.0-2.5	Problem Identification
2.0-2.67	Problem Analysis
1.5-2.0	Intervention
2.0-3.0	Evaluation
80%-100%	Overall Rubric Score Acceptable

## Evaluation

Case studies will be evaluated by the university internship supervisor using the below rubric. Scores of 80% or above will be considered passing. In the event a student's overall score is below 80%, the case will be evaluated by 2 additional Doctoral Program faculty and the average of the 3 scores will be used to determine passing/not passing status. If the case does not result in a passing score, the student will be asked to submit a written reflection addressing the specific components of the case that were not addressed adequately. Written reflections should include a self-assessment of the problem-solving step, areas of strength, areas of needed improvement and methods of personal ongoing professional development to meet expectations in the domain. The written reflection will be submitted to the doctoral committee for review. The Doctoral Committee will review the reflection and make a determination of the student's problem-solving knowledge and skills:

- The intern's knowledge in applying problem-solving is **average** for an intern at the end of internship. Their skills are **adequate** to meet expectations as an entry-level school psychologist with typical supervision and professional development.
- The intern's knowledge in applying problem-solving is somewhat below **average** for an intern at the end of internship. Their skills are **adequate** to meet expectations as an entry level school psychologist with a plan for personal professional development.
- The intern's knowledge in applying problem-solving is **below average** for an intern at the end of internship. Their skills are currently **not adequate** to meet expectations as an entry level school psychologist.

**Academic and Behavior Case Assessment Tool**  
**Internship Case Study Rubric**  
 (Adapted from NASP's NCSP Case Assessment Tool)

NASP Standards require that all school psychologist candidates demonstrate the professional skills necessary to deliver effective services that result in positive, measurable outcomes for clients. Fulfillment of this performance-based requirement is met through the successful completion of a comprehensive academic and comprehensive behavioral case study. This case may be part of a psycho-educational evaluation with links to intervention, data, and decision-making or may be part of a problem-solving case. The case study will describe an actual case that has been completed by the applicant using systematic and structured problem-solving procedures. The following rubric will be used to evaluate the submitted case study.

<b>Section 1: Problem Identification</b>				
<b>ITEM</b>	<b>Very Effective (3)</b>	<b>Effective (2)</b>	<b>Needs Development (1)</b>	<b>*Not Available (0)</b>
1.1	The student's behavior is defined in the context of appropriate grade and/or peer expectations (e.g., local norms)	The student's behavior is operationally defined	The student's behavior is identified but not operationally defined	
1.2		The problem is collaboratively defined	The problem is not collaboratively defined	
1.3	The discrepancy between current and desired level of performance is explained	The behavior is operationally defined or quantified in terms of both current and desired levels of performance	The behavior is not operationally defined in terms of both current and desired levels of performance	
1.4	Baseline includes the student behavior and peer/grade norms and expectations with computed trend lines	A baseline for the student behavior is established using sufficient data	A baseline for the student behavior is not established or has insufficient data	
1.5		The student behavior is identified as a skill and/or performance deficit	The student behavior is not identified as a skill and/or performance deficit	
1.6		Parents/guardians and teachers are involved in the problem-identification process	Parents/guardians and teachers are not involved in the problem-identification process	

Average Domain Score: (Max = 2.5; Adequate =2.0-2.5)  
 Summary and Feedback

**Section 2: Problem Analysis**

ITEM	Very Effective (3)	Effective (2)	Needs Development (1)	*Not Available (0)
2.1	Hypotheses are generated through collaboration with teacher and/or parent	One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home	Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable	
2.2	There are multiple sources of data that converge on each proposed hypothesis	There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and self report	Appropriate data are not collected to confirm or reject the hypotheses	
2.3		Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)	Hypotheses do not reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)	



Average Domain Score: (Max = 2.67; Adequate = 2.0-2.67)  
 Summary and Feedback

**Section 3: Intervention**

ITEM	Very Effective (3)	Effective (2)	Needs Development (1)	*Not Available (0)
3.1		Intervention is linked to observable, measurable goal statement(s)	Intervention is not linked to observable, measurable goal statement(s)	
3.2		Intervention(s) selection is based on data from problem analysis and hypothesis testing	Intervention(s) selection is not based on data from problem analysis and hypothesis testing	
3.3		Intervention(s) is evidence-based (e.g., research literature, functional analysis, single-case design analysis)	Intervention(s) is not evidence-based (e.g., research literature, functional analysis, single-case design analysis)	
3.4		Intervention(s) is developed collaboratively	Intervention(s) is not developed collaboratively	
3.5		Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified	Intervention(s) does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is not verified	
3.6		Logistics of setting, time, resources and personnel	Logistics of setting, time, resources and	

		are included in the intervention plan	personnel are not included in the intervention plan	
3.7		Intervention selection considers unintended outcomes or limitations	Intervention selection does not consider unintended outcomes or limitations	
3.8		Intervention is monitored and data are provided to ensure that it is implemented as designed	Treatment integrity is not monitored	

Average Domain Score: (Max = 2.0; Adequate = 1.5-2.0)  
 Summary and Feedback

**Section 4: Evaluation**

ITEM	Very Effective (3)	Effective (2)	Needs Development (1)	*Not Available (0)
4.1	Charting includes student performance trend lines, and/or goal lines	Progress monitoring data are demonstrated on a chart	Progress monitoring data are not demonstrated on a chart	
4.2	Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings	Progress monitoring data are demonstrated to be effective when compared to baseline data	Intervention is not demonstrated to be effective through data comparison	
4.3	Response to intervention data are used to inform problem solving and decision making. Single- case design was specified (e.g., changing criterion, parametric, component analysis, multiple baseline, alternating treatment)	Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)	Data are not used to inform further problem solving and decision making	
4.4	Strategies for transfer/generalizing outcomes to other settings are documented as effective	Strategies for transfer/generalizing outcomes to other settings are addressed	Strategies for transfer/generalizing outcomes to other settings are not addressed	
4.5	Modifications for future interventions are considered based upon	Effectiveness of intervention is shared through collaboration with	Effectiveness of intervention is not shared or communicated	

	collaborative examination of effectiveness data	parents, teachers, and other personnel		
4.6	Strategies for follow-up are developed and implemented	Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning)	Suggestions for follow-up are not developed	
Average Domain Score: (Max = 3.0; Adequate = 2.0-3.0) Summary and Feedback				
Overall Rubric Score: (Max = 57/57; Adequate = 80-100%) Summary and Feedback				

*[Submit your case review to your university internship supervisor with ALL Identifying information removed. Please do not send your cases to other students.]*

## Appendix F: Consultation and Collaboration Case

## **Consultation and Collaboration Case Study Guidelines**

### **School Psychology Internship; Minnesota State University, Mankato**

#### **Description of Requirements**

Interns are expected to refine their collaborative and consultative services as well as navigate schools to best utilize evidence-based practices. Interns will demonstrate their consultation skills by submitting a report describing the consultative process used to problem-solve a case. Consultation cases should follow the 4-step problem solving model and include explicit description of consultative methods used to: establish relationships, identify and analyze the problem, select interventions, implement interventions and evaluate outcomes. Within each step of the process students should describe their methods of communication and collaboration, ways of managing logistics, and management of multicultural considerations. Students should also have their consultee complete the “Consultant Effectiveness Scale” submitting it along with their Consultation and Collaboration Case report. Interns are encouraged to provide a self rating on the Consultation and Collaboration Case Rubric with a reflection of their consultation skills and the areas they continue to develop.

#### **Evaluation of Consultation and Collaboration Performance**

Student consultation and collaboration skills are evaluated based on presence of a set of research-based benchmarks demonstrating consultation and collaboration. See Rubric below. Students are also expected to have consultees complete the “Consultant Effectiveness Scale”. Passing = an average of 3.0

#### **Alignment with NASP Standards**

The consultation and collaboration case is intended to assess student performance primarily in the following:

- Data-based Decision Making
- Consultation and Collaboration
- Diversity in Development and Learning
- Legal, Ethical and Professional Practice

While features of Data-based Decision Making, Family-school Collaboration and Intervention to support Learning are evident, consultative and collaborative performance is the primary skill being measured in relation to this project. Alignment of rubric items with NASPs standard can be found in the below table. Most items tightly measure consultation and collaboration as well as professional practice skills. Additional items are in place to measure considerations for diversity in consultative practice.

**Alignment of NASP Standards and Evaluation Rubric for Consultation and Collaboration**

Consultation and Collaboration Rubric Item	NASP Domain									
	Data Based Decision Making and Accountability	Consultation and Collaboration	Direct and Indirect Services: Student Level		Direct and Indirect Services: Systems Level			Foundations of Service Delivery		
			Interventions and Instructional Support to Develop Academic Skills	Interventions and Mental Health Services to Develop Social and Life Skills	School-wide Practices to Promote Learning	Preventive and Responsive Services	Family-School Collaboration	Diversity in Development and Learning	Research, Program Evaluation	Legal, Ethical, and Professional Practice
Entry Establishes Relationships										
1										x
2		x								x
3	x	x								
4		x								
5		x								x
6		x								x
7		x						x		
Problem Identification and Analysis										
1	x	x								
2	x	x								
3	x	x								
4	x	x								
5	x	x								x
6		x						x		
Intervention Selection										
1		x								
2		x							x	
3		x								
4		x								x
5		x						x		
Intervention Implementation										
1	x	x								
2		x								x
3	x	x								
4	x	x								
Intervention Evaluation and Follow-up										
1		x								x
2	x	x							x	
3	x	x							x	
4	x	x								
5		x								
6	x	x								x
7		x								x

## Evaluation Rubric for Consultation and Collaboration Case

NA = Unacceptable: Benchmark not evident in the report

0 = Unacceptable: Benchmark inaccurate

1 = Acceptable: Benchmark is met and evidenced in the report.

2 = Above Expectation: Benchmark is comprehensively described in the report, shows deep insight, reflection and or critical thinking above and beyond expectations.

Passing: 80% or more of benchmarks met per component (Entry, Problem Identification/Analysis etc.)

<b>Entry/Establishes Relationships</b>				
<b>Communication</b>	<b>Case Rating</b>			
	NA	0	1	2
1. Communicates the consultation process, roles and shared responsibilities.				
2. Communicates consultant's method of working proactively with the consultant.				
3. Communicates focus on using a process that collaboratively analyzes the problem to develop and implement research-based interventions.				
4. Communicates the desire to select interventions that maximizing consultee strengths and available classroom/school resources.				
<b>Collaborative Relationship</b>	<b>Case Rating</b>			
	NA	0	1	2
5. Establish a relational framework in which consultees are free to respond to and elaborate on issues of mutual concern				
<b>Logistics</b>	<b>Case Rating</b>			
	NA	0	1	2
6. Considers a wide range of practical and logistical variables that could impact resistance (e.g., understanding consultee's explanation of the problem of concern, using cooperative modes of interaction, asking questions, making suggestions for change, understanding your own level of skill in the domain and the administration/system's support of your consultation.)				
<b>Multicultural Considerations</b>	<b>Case Rating</b>			
	NA	0	1	2
7. Attend to relevant multicultural considerations throughout the consultative process (i.e., attitudes, customs, values, languages, and behaviors of diverse cultures; English proficiency, type of instruction, mobility, quality of prior schools, attendance and ecological variables impacting behavior of the child).				
<b>Problem Identification and Analysis</b>				
<b>Communication</b>	<b>Case Rating</b>			
	NA	0	1	2

1. Communicate the problem analysis process				
<b>Collaboration</b>	<b>Case Rating</b>			
	NA	0	1	2
2. Works with the consultee to define the problem and goal for change in measurable, operational terms				
3. Collaborates with consultee to identify appropriate means of data collection				
4. Collaborates to plan what assessment methods/sources to use and condition/skills to asses.				
5. Use a range of functional assessment strategies across contexts to determine what needs to be taught and the ecological context surrounding the concern (e.g., RIOT, use of curriculum-based assessment, functional behavior assessment and/or brief experimental analysis.)				
<b>Multicultural Considerations</b>	<b>Case Rating</b>			
	NA	0	1	2
6. Consider appropriateness of assessments in relation to cultural factors.				
<b>Intervention Selection</b>				
<b>Communication</b>	<b>Case Rating</b>			
	NA	0	1	2
1. Communicates the process used to collaboratively select appropriate interventions.				
<b>Collaboration</b>	<b>Case Rating</b>			
	NA	0	1	2
2. Collaboratively select evidence-based interventions appropriate for the identified problem from a set of options/alternatives				
3. Evaluates treatment acceptability before implementation				
<b>Logistics</b>	<b>Case Rating</b>			
	NA	0	1	2
4. Considers effectiveness of the intervention, consultee skills/teaching-management style, and resources (e.g., materials available, time efficient, least restrictive etc.)				
<b>Multicultural Considerations</b>	<b>Case Rating</b>			
	NA	0	1	2
5. Consider appropriateness of intervention in relation to cultural factors (i.e., involving family, culturally specific examples, consultants from a similar background, etc.)				
<b>Intervention Implementation: Procedures and Responsibilities</b>				
<b>Collaboration</b>	<b>Case Rating</b>			
	NA	0	1	2



1. Collaboratively develops a written plan/protocol with detailed intervention steps including what, who, when, where, how much/often.				
2. Supports consultee in implementing the chosen evidence-based interventions through demonstration, training, and ongoing feedback				
3. Assess and provide feedback on intervention plan integrity on a regular basis				
4. Uses performance feedback with graphed implementation rates				
<b>Intervention Evaluation and Follow-up</b>				
<b>Collaboration</b>	<b>Case Rating</b>			
	NA	0	1	2
1. Uses a collaborative process to evaluate outcomes and determine next steps.				
2. Uses single case methods or features of single case methodology and shares/discuss outcomes regularly.				
3. Assesses social validity of treatment outcomes				
<b>Logistics</b>	<b>Case Rating</b>			
	NA	0	1	2
4. Evaluates the size of the effect				
5. Evaluates any unintended effects of the evidence-based interventions				
6. Assesses intervention transfer/generalization, maintenance, and need for continuation				
7. Recycles and follows up as necessary				

Based on information from Bergan and Kratochwill, 1990; Erchul and Martens, 2010; Harvey and Sruzziero, 2008; Zins and Erchul, 2002; Erchul and Young, 2008; Kratochwill, Altschaeffl, and Bice-Urbach, 2008.

## Consultant Effectiveness Scale

Name of Person Being Evaluated: \_\_\_\_\_

Date \_\_\_\_\_

Signature of Evaluator: \_\_\_\_\_

Please rate the school psychologist's skills, knowledge, and professional practice according to the following scale:

**1 = Not At All      2 = To A Slight Degree      3 = To A Considerable Degree**  
**4 = To A Large Degree      5 = To A Very Large Degree**

1)	Skillful	1	2	3	4	5
2)	Empathetic	1	2	3	4	5
3)	Express Affection (Was Supportive)	1	2	3	4	5
4)	Interested (Concerned)	1	2	3	4	5
5)	Trustworthy	1	2	3	4	5
6)	Encourages Ventilation	1	2	3	4	5
7)	Skilled in Questioning	1	2	3	4	5
8)	Able to Overcome Resistance	1	2	3	4	5
9)	Open-Minded	1	2	3	4	5
10)	Tolerant	1	2	3	4	5
11)	Attentive	1	2	3	4	5
12)	Accepting (Non-Judgmental)	1	2	3	4	5
13)	Shows Respect for the Consultee	1	2	3	4	5
14)	Pleasant	1	2	3	4	5
15)	Tactful	1	2	3	4	5
16)	Warm	1	2	3	4	5
17)	An Active Listener	1	2	3	4	5
18)	An Efficient User of Time	1	2	3	4	5
19)	Give Clear, Understandable Directions	1	2	3	4	5
20)	Have a Clear Sense of Identity	1	2	3	4	5
21)	Emotionally Well-Adjusted/Stable	1	2	3	4	5
22)	Collaborative (Share Responsibility)	1	2	3	4	5
23)	Encouraging	1	2	3	4	5

24)	Gives and Receives Feedback	1	2	3	4	5
25)	A Team Player	1	2	3	4	5
26)	Document for Clear Communication	1	2	3	4	5
27)	An Astute Observer/Perceptive	1	2	3	4	5
28)	Effective at Establishing Rapport	1	2	3	4	5
29)	Willing to Get Involved	1	2	3	4	5
30)	Clarifies His/Her Role	1	2	3	4	5
31)	Review Client Records	1	2	3	4	5
32)	Specific	1	2	3	4	5
33)	Active	1	2	3	4	5
34)	Maintain an "I'm OK-You're OK" Position	1	2	3	4	5
35)	Flexible	1	2	3	4	5
36)	A Good Facilitator	1	2	3	4	5
37)	Approachable	1	2	3	4	5
38)	Skilled in Conflict Resolution	1	2	3	4	5
39)	Good at Problem-Solving	1	2	3	4	5
40)	Have a Positive Attitude	1	2	3	4	5
41)	Practice in an Ethical Manner	1	2	3	4	5
42)	Maintain Confidentiality	1	2	3	4	5
43)	Have Feelings and Behaviors that were Consistent	1	2	3	4	5
44)	Self-Disclose	1	2	3	4	5
45)	Anticipate Possible Consequences	1	2	3	4	5
46)	Employ Appropriate Personal Distance	1	2	3	4	5
47)	Take Risks/Willing to Experiment	1	2	3	4	5
48)	Identify Clear Goals	1	2	3	4	5
49)	Evaluate/Focus Ideas	1	2	3	4	5
50)	Specify the Contract (Time, Effort, Cost)	1	2	3	4	5
51)	Aware of Relationship Issues	1	2	3	4	5
52)	Pursues Issues/Follows Through	1	2	3	4	5

**Source:** Knoff, H.M., Hines, C.V., and Kromery, J.D. (1995). Finalizing the Consultant Effectiveness Scale: An Analysis and validation of the characteristics of effective consultants. *School Psychology Review*, 24, 480-496.

## Appendix G: Systems Project

**Systems Project Guidelines**  
**School Psychology Internship; Minnesota State University, Mankato**

**Description of Requirements**

Interns are expected to develop skills to support systems level change efforts. Interns will demonstrate their skills in supporting systems change by analyzing a system’s needs and implementing/proposing a data-based plan to support change. The Systems Project should:

1. describe the problem/goal and desired outcome
2. analyze the organizational situation
3. design an action plan to reduce or eliminate 1-2 key barriers
4. provide follow-up support for implementation and monitoring
5. Develop method for monitoring progress and evaluating outcomes

**Evaluation of Systems Level Project**

Student Systems Projects are evaluated based on presence of a set of research-based benchmarks demonstrating a strong process for system’s change (Castillo and Curtis, 2014). See Rubric below.

**Evaluation Rubric for Systems Project**

NA = Unacceptable: Benchmark not evident in the report

0 = Unacceptable: Benchmark inaccurate

1 = Acceptable: Benchmark is met and evidenced in the report.

2 = Above Expectation: Benchmark is comprehensively described in the report, shows deep insight, reflection and or critical thinking above and beyond expectations.

Passing: Rating of 1-2 on each key system’s change component.

1. Describe the problem/goal and desired outcome.	Case Rating			
	NA	0	1	2
<ul style="list-style-type: none"> <li>* Problem is objectively and specifically defined.</li> <li>* Stakeholders to involve in the change process are identified.</li> <li>* A process is used to develop consensus among stakeholders regarding the problem to be addressed and/or desired outcome.</li> </ul>				
2. Analyze the organizational situation.	Case Rating			
	NA	0	1	2
<ul style="list-style-type: none"> <li>• Describes a process to conduct a diagnostic evaluation/needs assessment including surveys/questionnaires/interviews/observations to understand the system.</li> <li>• Describes factors that might help in reducing the problem</li> <li>• Describes factors that are barriers</li> <li>• Stakeholders are involved in the needs assessment</li> </ul>				
3. Design an action plan to address 1-2 key barriers	Case Rating			
	NA	0	1	2
<ul style="list-style-type: none"> <li>• Stakeholders are involved in prioritizing/determining which barriers are most problematic</li> </ul>				

<ul style="list-style-type: none"> <li>Stakeholders engage in identifying methods that will reduce the barrier and solve the problem</li> <li>A consensus approach is used to determine which methods will be used in the action plan</li> <li>A specific action plan is written identifying who, what resources, when, what supports, and the measurable desired outcome</li> </ul>				
<b>4. Provide follow-up support for implementation and monitoring</b>	<b>Case Rating</b>			
	NA	0	1	2
Follow-up includes: <ul style="list-style-type: none"> <li>How implementation integrity will be monitored and used</li> <li>What and how support will be provided to the persons responsible for implementation</li> <li>When follow-up will be provided</li> </ul>				
<b>5. Develop method for monitoring progress and evaluating outcomes</b>	<b>Case Rating</b>			
	NA	0	1	2
<ul style="list-style-type: none"> <li>What data will be collected</li> <li>How data will be collected</li> <li>Develop an agreed upon, acceptable level of progress</li> <li>Expected timeline to meeting the goal</li> <li>The team uses data to determine if adequate progress is being made or if a change in action plan is necessary</li> </ul>				

## Appendix H: Internship Evaluation Form

**Minnesota State University, Mankato  
School Psychology Psy.D. Program  
Intern Evaluation Form**

Intern Name:
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Supervisor Name:
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Circle Evaluation Period		
Beginning of Internship	Mid-Internship	End of Internship

***Section I: General Professional Behavior***

\_\_\_\_\_ **Intern:** For Self-Evaluation, evaluate your relative professional behaviors, identifying areas of continued focus, areas that are developing and areas that are strengths.

\_\_\_\_\_ **Supervisor:** Evaluate the intern's professional behavior based on the following:

UNSATISFACTORY (U): Does not display the required behaviors to the degree necessary for successful employment in schools at this time.

MARGINAL (M): Has the necessary behaviors in repertoire but is inconsistent in employing.

SATISFACTORY (S): Has the necessary behaviors and employs them appropriately.

EXEMPLARY (E): Has the necessary professional behaviors and consistently engages in exemplary conduct appropriate for modeling by other professionals.

	Intern Self-Evaluation (Pre-Internship)			Supervisor Evaluation			
	Strengths	Developing	Focused Need	U	M	S	E
The intern...							
1. Appearance							
2. Effectiveness in working with others							



	Intern Self-Evaluation (Pre-Internship)			Supervisor Evaluation			
	Strengths	Developing	Focused Need	U	M	S	E
The intern...							
3. Responsibility and initiative							
4. Interest							
5. Work quantity							
6. Accuracy							
7. Punctuality							
8. Dependability							
9. Judgment							
10. Appropriate response to feedback							
11. Solicitation of feedback from others							
12. Ability to assume leadership roles							
13. Progress towards independence							
Comments:							

## Section II: NASP Domains of Professional Competence

**Supervisors:** Please rate the intern on a 0(unskilled) to 4 (exceptional skill) scale for the following indicators of competence in the NASP domains of professional practice. There is space for additional comments below each set or ratings.

- 4: Intern has shown exceptional skill worthy of note
- 3: Intern has achieved this competency at a proficient/nearly proficient level
- 2: Intern is on-track for attaining this skill; more supervised experience needed
- 1: Intern is below expectations or made insufficient progress on this skill compared to other interns during this time of the year
- 0: Intern was unskilled initially and remains so; reflects the most severe supervisory concern
- N/O: The supervisor has not had the opportunity to observe this skill

Please reserve the ratings of 0-1 for the most serious concerns, and the rating of 4 only for those items that reflect skill well-beyond what would be expected of individuals in their first year of practice.

**Interns:** Prior to writing your Internship Plan complete the below Self-Evaluation. As you complete each section reflect upon each of the NASP domains, your knowledge as well as current depth of practice demonstrating performance in each domain. Reflections should be included in the “Comments” section and should include a summary of artifacts currently completed and ideas for artifacts that would more clearly demonstrate their knowledge and/or performance in the domain. See the Internship Coordinator for resources to aid in generating ideas for activities to demonstrate performance in each domain.

### 1. Data-based Decision Making and Accountability

*School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

	Intern Self-Evaluation (Pre-Internship)			Supervisor Evaluation					
	New Skill	Developing Skill	Competent Skill	N A	0	1	2	3	4
The intern...									
A. Selects assessments that will inform intervention									
B. Selects interventions that fit the assessment information									
C. Sets appropriate goals for intervention									

D. Ensures that interventions are appropriately monitored for effectiveness									
E. Ensures that interventions are appropriately monitored for fidelity									
Comments:									

**2. Consultation and Collaboration**

*School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.*

	Intern Self-Evaluation (Pre-Internship)			Supervisor Evaluation					
	New Skill	Developing Skill	Competent Skill	N/A	0	1	2	3	4
The intern...									
A. Regularly attends and participates in meetings									
B. Establishes rapport									
C. Uses effective interviewing skills									
D. Follows appropriate stages of the consultation process									
E. Independently asserts self to make connections with teachers									
Comments:									

**3. Interventions and Instructional Support to Develop Academic Skills**

*School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.*

	Intern Self-Evaluation (Pre-Internship)	Supervisor Evaluation

The intern...	New Skill	Developing Skill	Competent Skill	Supervisor Evaluation					
				N A	0	1	2	3	4
A. Is knowledgeable of instructional strategies for interventions									
B. Develops academic interventions based on assessment information									
C. Competent in non-discriminatory academic assessment									
D. Competent in administering and interpreting cognitive assessments									
E. Effectively progress monitors academic performance									
Comments:									

**4. Interventions and Mental Health Services to Develop Social and Life Skills**

*School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.*

The intern...	Intern Self-Evaluation (Pre-Internship)			Supervisor Evaluation					
	New Skill	Developing Skill	Competent Skill	N A	0	1	2	3	4
A. Is knowledge of intervention strategies related to social and life skills									
B. Effectively conducts functional behavioral assessments									
C. Develops effective interventions based on behavioral assessments									
D. Is competent in administration and scoring of measures of adaptive skills, mental health, and behavior									
E. Effectively progress monitors student behavior									
Comments:									

--

**5. School-Wide Practices to Promote Learning**

*School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.*

	Intern Self-Evaluation (Pre-Internship)			Supervisor Evaluation					
	New Skill	Developing Skill	Competent Skill	N/A	0	1	2	3	4
The intern...									
A. Is knowledgeable of quality instruction and grade level learning expectations									
B. Can effectively evaluate universal instructional interventions (i.e., general curriculum)									
C. Functions effectively within the school structure									
D. Supports special education in school									
E. Uses available resources to promote learning									
Comments:									

**6. Preventative and Responsive Services**

*School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.*

	Intern Self-Evaluation (Pre-Internship)	Supervisor Evaluation

The intern...	New Skill	Developing Skill	Competent Skill	Supervisor Evaluation					
				N A	0	1	2	3	4
A. Effectively responds to crisis situations									
B. Is knowledgeable of principles and research related to risk and resilience									
C. Can use assessments effectively at all three tiers of prevention									
D. Can select and implement effective interventions at all three tiers of prevention									
E. Can support schools in implementing preventative services such as RtI and PBIS									
Comments:									

### 7. Family-School Collaboration Services

*School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.*

The intern...	Intern Self-Evaluation (Pre-Internship)			Supervisor Evaluation					
	New Skill	Developing Skill	Competent Skill	N A	0	1	2	3	4
A. Works effectively with families to support student success									
B. Encourages parent involvement in special education process									
C. Is knowledgeable of principles and research related to family systems									
D. Effectively relays information to families (i.e., communicates effectively with parents)									
E. Considers the impact of family functioning on student performance									
Comments:									

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**8. Diversity in Development and Learning**

*School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.*

The intern...	Intern Self-Evaluation (Pre-Internship)			Supervisor Evaluation					
	New Skill	Developing Skill	Competent Skill	N	0	1	2	3	4
A. Is knowledgeable of individual differences and how they impact the educational process									
B. Selects assessments that are appropriate to the cultural and linguistic backgrounds of students									
C. Values diversity and promotes social justice									
D. Selects and implements interventions that are appropriate to the cultural and linguistic backgrounds of students									
E. Provides accommodations appropriate to the unique needs of all students									
Comments:									

**9. Research and Program Evaluation**

*School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.*

	Intern Self-Evaluation (Pre-Internship)	Supervisor Evaluation

The intern...	New Skill	Developing Skill	Competent Skill	Supervisor Evaluation					
				N A	0	1	2	3	4
A. Is knowledgeable of measurement, research design, and statistics									
B. Effectively contributes to data collection and analysis for research and program evaluation									
C. Translates research into effective practice									
D. Demonstrates commitment to maintaining knowledge of new research findings and their implications for practice									
E. Effectively communicates with colleagues about the relevance of research to school practice									
Comments:									

### 10. Legal, Ethical, and Professional Practice

*School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.*

The intern...	Intern Self-Evaluation (Pre-Internship)			Supervisor Evaluation					
	New Skill	Developing Skill	Competent Skill	N A	0	1	2	3	4
A. Practices within the bounds of due process									
B. Demonstrates appropriate professional boundaries									
C. Competently practices within scope of expertise									
D. Adheres to ethical guidelines									
E. Is knowledgeable of the broad range of professional practices of school psychologists									
Comments:									



**Supervisors (END of INTERNSHIP ONLY)**

If the student is being evaluated in at the **end of the internship**, please use your professional opinion to rate the extent to which you find the intern having adequate skills to perform as a School Psychologist, with relative independence.

\_\_\_\_\_ The intern's knowledge and skills are **above average** for an intern at the end of internship. Their skills are **more than adequate** to meet expectations as an entry level school psychologist.

\_\_\_\_\_ The intern's knowledge and skills are **average** for an intern at the end of internship. Their skills are **adequate** to meet expectations as an entry level school psychologist.

\_\_\_\_\_ The intern's knowledge and skills are **below average** for an intern at the end of internship. Their skills are currently **not adequate** to meet expectations as an entry level school psychologist. **Another semester of internship** would aid them in entry level school psychology skills.

\_\_\_\_\_ The intern's knowledge and skills are **well below average** for an intern at the end of internship. Their skills are **not adequate** to meet expectations as an entry level school psychologist.

Please describe the areas in which the intern is most successful:

Please describe the areas in which the intern should focus on improvement:

Is there anything that Minnesota State University, Mankato could have done to improve the student's experience in the site?

Student Comments (optional):

Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Intern Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Return this Internship Evaluation Form to:  
Jeffrey Brown  
School Psychology Internship Coordinator  
103 Armstrong Hall - Psychology  
Mankato, MN 56001

phone: 507-389-5755  
Jeffrey.brown@mnsu.edu

## **Appendix I: Performance Evaluation – Consumer of services (aka supervisor)**

**Minnesota State University, Mankato  
School Psychology Psy.D. Program  
Performance Evaluation – Consumer of services (aka supervisor)**

Intern Name:
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Your Name:	Position:
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Circle Evaluation Period		
Beginning of Internship	Mid-Internship	End of Internship

<b>1. Please describe your contact with the intern over the past semester.</b>

**Directions: Evaluate the intern’s professional behavior based on the following:**

UNSATISFACTORY (U): Does not display the required behaviors to the degree necessary for successful employment in schools at this time.

MARGINAL (M): Has the necessary behaviors in repertoire but is inconsistent in employing.

SATISFACTORY (S): Has the necessary behaviors and employs them appropriately.

EXEMPLARY (E): Has the necessary professional behaviors and consistently engages in exemplary conduct appropriate for modeling by other professionals.

<b>2. Personal Characteristics</b>	<b>Supervisor Evaluation</b>			
	U	M	S	E
1. Appearance				
2. Effectiveness in working with others				
3. Responsibility and initiative				
4. Interest				
5. Work quantity				

2. Personal Characteristics	Supervisor Evaluation			
	U	M	S	E
6. Accuracy				
7. Punctuality				
8. Dependability				
9. Judgment				
10. Appropriate response to feedback				
11. Solicitation of feedback from others				
12. Ability to assume leadership roles				
13. Progress towards independence				

3. Professional Skills	No Opportunity to Observe	Poor	Adequate	Good	Excellent
a. Observation skills – objective and unobtrusive					
b. Interviewing skills – focused, uses time efficiently, asks for relevant information					
c. Collaboration – contributes meaningfully to teams					
d. Collaboration – contributes meaningfully to teams					
e. Consultation – effectively consults, asks and provides relevant information					
f. Is knowledgeable about academic supports					
g. Is knowledgeable about social-emotional/behavioral supports					
h. Assessment – communicates assessment results clearly and concisely					
i. Legal – identifies and applies legal mandates					
j. Is knowledgeable about school policy, structures and procedures.					
k. Recognizes and responds appropriately to cultural differences.					

Comments:

Thank you for your time!

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Your Signature

Date